

Lesson Plan	English	Whole Class		
Class: 1/2D	Topic: Literacy	Week: 3	Date: Mon, Tue, Fri	
<b>Anticipated Outcomes:</b> RS1.5 1.6, RS1.7				
Activity/purpose/class structure	Indicators		Assessment	IOT elements
<i>1.Guided Reading Groups - SESSION 1</i> • See Attached	RS1.5 • interprets story illustrations and simple diagrams • draws on own knowledge to interpret characters and events in literary texts related to personal experience • speculates on the behaviour of characters in stories and discusses own behaviour in similar situations • participates in class/group brainstorming activities to cluster and categorise ideas and facts following the reading of texts • makes connections between own knowledge and experience and information in texts • identifies and discusses information found in print media advertising • reads a variety of literary and factual texts • reads independently for longer periods of time			1.1.2 Demonstrate research-based knowledge of the pedagogies of the content/discipline(s) taught.  3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes.
<i>RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types.</i> <b>Text Structure</b> • talks about different types of simple stories • identifies commands in a procedural text • recognises an information report and can discuss how the information is organised into sections/paragraphs • talks about the use of reported and quoted speech. <b>Grammar</b> • identifies doing, thinking, feeling and saying verbs in a narrative • identifies repeated words or synonyms and antonyms as ways in which topics are developed in information texts • identifies conjunctions, eg and, but, so, and understands that they join clauses in sentences • identifies noun groups in texts, eg ‘the sunny day,’ and discusses the effect of their use in comparison to using a noun only • identifies adverbial phrases that tell us more about the action in terms of where, when, why, how, and discusses the effect of this use in texts • identifies words that name people, places and things and knows these are called nouns • identifies action words and knows that these are called verbs • identifies adjectives and understands that their function is to describe (in terms of size, colour, shape and other qualities) • identifies pronouns and understands that they are used instead of a noun, and understands the purpose of personal and possessive pronouns	RS1.6 <b>Contextual and Semantic Information</b> <b>Grammatical</b> <b>Graphological and Phonological Information</b> <b>Information Skills</b>  <i>RS1.7 Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.</i> <b>Purpose</b> • selects texts that tell stories, texts that have information, texts that tell how to do things and texts that persuade • describes the purpose of organisational stages in familiar texts, eg procedures, recounts • identifies the different parts of a publication and talks about their use, eg title page, contents page, glossary, index, menu • indicates some of the differences between text types. <b>Audience</b> • predicts from the cover and title the target audience of a text. <b>Subject Matter</b> • talks about the topic of a text based on its title and illustrations • selects texts related to a topic. <b>Responding to Texts</b> • predicts from the cover whether they will enjoy the text or find it useful • begins to recognise how texts are created for different audiences • retells and comments on incidents from a children’s story book or short children’s film, with attention to plot elements such as setting, character, conflict and resolution • retells ideas from a factual text for beginning readers • makes inferences and expresses an opinion about a character’s actions, qualities, characteristics and motives in texts read or viewed and speculates on own behaviour in a similar situation • talks about own interpretation of information provided in images, print media, advertising.			4.1.3 Listen to students and engage them in classroom discussion.

## Snails

Levels 20/21 Purple/Gold

Key Learning Area Science and Social Studies

Theme Garden Snails and their Behaviour

Title **Snail Trails**

Text Type **Narrative**

Pages **2-9**

Text Form **Story**

Genre **Fiction**

Purpose **To entertain and/or instruct readers by telling a series of events with a problem and a solution**

Text Structure

**Orientation:** The main character is introduced in a setting of time and place (Page 2)

**Complication:** The character encounters a problem (Pages 3-6)

**Resolution:** The problem is solved (Page 9)

Language Features

- Nouns (e.g. *Tia, morning, lettuces*)
- Pronouns (e.g. *I, We, they*)
- Adjectives (e.g. *green, crinkly, big*)
- Past tense verbs (e.g. *said, were, had*)
- Adverbial phrases (e.g. *in a tub at home*)

Title **All About Snails**

Text Type **Information Report**

Pages **10-16**

Text Form **Reference**

Genre **Non-fiction**

Purpose **To present information that classifies living and non-living things**

Text Structure

**General Statement:** Identifies and classifies the subject (Page 10)

**Description:** Provides information about the subject's physical appearance and other characteristics (Pages 10-16)

**Evaluation:** Provides a summary statement about the subject (Page 16)

Language Features

- Nouns (e.g. *bodies, land, water*)
- Pronouns (e.g. *They*)
- Adjectives (e.g. *small, soft, spiky*)
- Present tense verbs (e.g. *have, live, eat*)
- Adverbial phrases (e.g. *on land, in water*)

## Black Rhinos

Levels 20/21 Purple/Gold

Key Learning Area Social Studies and Mathematics

Theme Endangered Black Rhinoceroses

Title **Why Black Rhinos Are Endangered**

Text Type **Explanation**

Pages **2-9**

Text Form **Newspaper Article**

Genre **Non-fiction**

Purpose **To explain how or why something occurs**

Text Structure

**Identifying Statement:** Tells what is to be explained (Page 2)

**Explanation Sequence:** Explains a series of events or cause and effect (Pages 3-8)

**Summary Statement:** Draws all the information together (Page 9)

Language Features

- Nouns (e.g. *rhinoceros, Africa, snouts*)
- Pronouns (e.g. *them*)
- Adjectives (e.g. *many, cleared*)
- Present tense verbs (e.g. *make, build, find*)
- Time and sequence words (e.g. *in the 1960s*)

Title **Looking for Blossom**

Text Type **Narrative**

Pages **10-16**

Text Form **Story**

Genre **Fiction**

Purpose **To entertain and/or instruct readers by telling a series of events with a problem and a solution**

Text Structure

**Orientation:** The main character is introduced in a setting of time and place (Page 10)

**Complication:** The character encounters a problem (Pages 11-15)

**Resolution:** The problem is solved (Page 16)

Language Features

- Nouns (e.g. *Jeff, grassland, rhinos*)
- Pronouns (e.g. *His, him, her*)
- Adjectives (e.g. *African, grey, fresh*)
- Past tense verbs (e.g. *drove, lived, slung*)
- Adverbial phrases (e.g. *in the park*)

## A Healthy Body

Levels 20/21 Purple/Gold

Key Learning Area Health and Physical Well-being

Theme Staying Healthy

Title **Be Healthy**

Text Type **Information Report**

Pages **2-9**

Text Form **Reference**

Genre **Non-fiction**

Purpose **To present information that classifies living and non-living things**

Text Structure

**General Statement:** Identifies and classifies the subject (Page 2)

**Description:** Provides information about the subject's physical appearance and other characteristics (Pages 3-7)

**Evaluation:** Provides a summary statement about the subject (Page 8)

Language Features

- Nouns (e.g. *people, food, exercise*)
- Pronouns (e.g. *they*)
- Adjectives (e.g. *soft*)
- Present tense verbs (e.g. *keep, drink, watch*)
- Adverbial phrases (e.g. *from the weather*)

Title **Your Brain and Heart**

Text Type **Description**

Pages **10-16**

Text Form **Observation**

Genre **Non-fiction**

Purpose **To describe the characteristics of people, places and things**

Text Structure

**Introduction:** Informs the reader about the subject being described (Page 10)

**Characteristics:** Describes details about the subject (Pages 11-15)

**Evaluation:** Provides a personal comment about the subject (Page 16)

Language Features

- Nouns (e.g. *brain, heart, messages*)
- Pronouns (e.g. *It, you*)
- Adjectives (e.g. *huge, fleshy, important*)
- Present tense verbs (e.g. *keeps, works, beats*)
- Adverbial phrases (e.g. *around your body*)

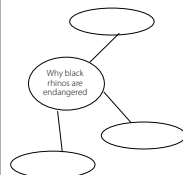
## SESSION 1

### 1. TEXT TYPE - Narrative

- Open up to page 2 - What type of book is this - just by looking at this page?  
(Discuss exclamation marks (feature of a narrative), who is speaking, what are they doing (what does the picture tell us, the words) - *orientation*). Narratives tell a story through a pattern of events
- What do you think the holes might be? (complication).
- What does 'were' tell us?
- What are some nouns, adjectives and verbs on this page? p.9 adverbial phrase
- Have you ever grown something and it was eaten?
- How does the picture change between page 6 and 7 (a different angle or perspective)
- What's the resolution? (snails go to park, lettuce lives)  
What could be a different resolution to this book?
- DRAW A STORY MAP (Orientation, Conflict, Resolution)

### 1. TEXT TYPE - Explanation

- *Explanation tell how and why things occur in scientific and technical fields.*
- Open up to page 2 - What type of book is this - just by looking at this page? What types of pictures?  
(Discuss map - the fact it has a label on it etc)
- p.4 - 'There are many reasons why' - this tells us something more than information - it goes on to tell us why. When something tells why things are happening or how things are happening, it's an explanation. First it gives information, like an information report, then it expresses a reason. If you didn't have the pages after page 3, it could just be an info report
- Black rhino - is black an adjective (here it's the name of an animal and it's a noun). How could the word black be used as an adjective?
- Draw a mind map



### 2. TEXT TYPE - Information Report

- *Information reports are used to present information about something.*
- What are the words 'be healthy' and 'food' on pages. 2-3? (there can only be one title, but you can have several sub-titles and they have a section of information).
- How does this help you read? (you can go to the part you want)
- What are some other 'quick ways of reading this information report'? (use the ticks and crosses)
- Discuss repetition of 'Healthy people (do, don't, eat, keep). It's telling you information. Is this fact or opinion? (should, shouldn't). Could I put in this 'Healthy people live in Strathfield?' (that would be...)
- What is this information report trying to tell you? (facts about healthy people). Is it trying to tell you to how to be a healthy person in detail? Is it's main purpose to tell you that you should be a healthy person? Not the main reasons.
- Draw a map (healthy people...) and in the circles, sub-points

## SESSION 2

### 2. TEXT TYPE - Information Report

- Information reports are used to present information about something.
- What does the title suggest? What type of picture is the snail (photograph). Are there characters?
- p. 12 What is this page trying to tell me? (information)  
Is there a particular type of information this page is trying to tell me? (this is like your ant drawing. If someone picked up your ant drawing they would know the parts of an ant - would they know how they ant moved?)  
Identify categories of information eg. appearance, movement, food
- p.14 I could have said snails live in slimy, yucky places - what would be the difference. One is trying to tell me information, the other is telling me how the person feels about the place. Does an information report tell me how the writer feels? No - it just gives the facts. An information report organises information into sections. The sections are often called paragraphs
- Single quotation mark on page. 13 - it tells me this is word has a 'special' meaning. Use of technical words is a feature of an IR
- DRAW A MAP (Title; Appearance, movement, Habitat, Food)

### 2. TEXT TYPE - Narrative

- How is page 10 different to page 2 - without reading the words.
- What kind of a word is 'carefully' (p.10)? Can you find any other adverbs?
- What do the exclamation marks on page 11 tell us? Title?
- Where is it set? What kinds of clothes are the people wearing?
- the word 'slung' - past tense, sounds like? (rung) therefore, what would it be in the present tense? (sling)
- What is a poacher?
- What kind of a word is behind?
- What do you think the writer's opinion about rhino's is. How would this be written from the perspective of someone who wanted to kill a rhino? What would change.
- What's the resolution? (Blossom is okay, and the reason why she was alone, was because she was having a baby)
- What other animals have 'calves' for babies? (antelope, camel, cattle, dolphin, reindeer). what other words does calf sound like?
- How could you use blossom as an 1) adverb, 2) noun 3) verb
- DRAW A STORY MAP (Orientation, Conflict, Resolution)

### 2. TEXT TYPE - Description

- Descriptions focus our attention on the characteristic features of a particular thing, eg Toby the Mongrel (as opposed to information reports, which deal with a general class of things, eg hunting dogs)
- How many things do you think this part is going to be about. Will it be about my lungs?
  - Only 2 things, with more describing words. What kind of a word is 'inside' (p.11). Protected? Huge? (could do cline) Walnut? These are all characteristics. Characteristics describe. Does the picture tell us anything new about the brain, that the words on page 11 don't?
  - Draw a table with 2 columns - heart and brain - write out in points the characteristics of both
  - What is the purpose of this part? To describe (versus to present information)

## SESSION 3

### 3. COMPARE TEXT TYPES

- Cline on the word damp
- What other words sound like tentacle, snail, moss, radula,
- Look at the adjectives and find the opposite meaning

Snails		
	Narrative	Information Report
Title		
Type of pictures		
Structure of writing		
What is it trying to tell me?		

### 3. COMPARE TEXT TYPES

- Write out words you have learnt
- Look at the adjectives and find the opposite meaning

Snails		
	Narrative	Explanation
Title		
Type of pictures		
Structure of writing		
What is it trying to tell me?		

### 3. COMPARE TEXT TYPES

- Write out words you have learnt
- Look at the adjectives and find the opposite meaning

Snails		
	Narrative	Explanation
Title		
Type of pictures		
Structure of writing		
What is it trying to tell me?		

## Fundraising at School

Levels 22/23 Gold/Silver

Key Learning Area Social Studies and Mathematics

Theme Fundraising Activities at School

Title **Fundraising**

Text Type **Information Report**

Pages **2-9**

Text Form **Reference**

Genre **Non-fiction**

Purpose **To present information that classifies living or non-living things**

### Text Structure

**General Statement:** Identifies and classifies the subject (Page 2)

**Description:** Provides information about the subject's physical appearance and other characteristics (Pages 3-8)

**Evaluation:** Provides a summary statement about the subject (Page 8, final paragraph)

### Language Features

- Nouns (e.g. people, children, school)
- Pronouns (e.g. others, they)
- Adjectives (e.g. charity, different)
- Present tense verbs (e.g. read, spell)
- Adverbs (e.g. sometimes, correctly)
- Adverbial phrases (e.g. at school)

Title **Spellathon**

Text Type **Procedure**

Pages **10-16**

Text Form **Instructions**

Genre **Non-fiction**

Purpose **To provide instructions about how to make or do something**

### Text Structure

**Goal:** Outlines what is to be achieved (Page 10)

**Materials:** Specifies the materials needed to achieve the goal (Page 10)

**Steps:** Lists the steps in order of sequence (Pages 11-16)

### Language Features

- Nouns (e.g. money, sponsors, test)
- Pronouns (e.g. you, your)
- Adjectives (e.g. sponsor)
- Present tense verbs (e.g. Decide, Count)
- Adverbs (e.g. correctly, carefully)
- Adverbial phrases (e.g. during the spellathon)

## Plants Need Water

Levels 22/23 Gold/Silver

Key Learning Area Science and Social Studies

Theme Plants and Water

Title **Plants Need Water**

Text Type **Exposition**

Pages **2-9**

Text Form **Persuasive Essay**

Genre **Non-fiction**

Purpose **To persuade by arguing one side of an issue**

### Text Structure

**Statement of Position:** Explains the writer's point of view and previews the arguments (Page 2)

**Series of Arguments:** Describes each argument and lists them in order of importance (Pages 3-9)

**Concluding Statement:** Relates the position more forcefully to persuade the reader (Page 9)

### Language Features

- Nouns (e.g. plants, water, food)
- Pronouns (e.g. it, they, their)
- Adjectives (e.g. large, hot, sunny)
- Sensing verbs (e.g. need, must)
- Adverbial phrases (e.g. in hot weather)
- Time and sequence words (e.g. First, Third)

Title **Plants and Water**

Text Type **Procedure**

Pages **10-16**

Text Form **Experiment**

Genre **Non-fiction**

Purpose **To provide instructions about how to make or do something**

### Text Structure

**Goal:** Outlines what is to be achieved (Page 10)

**Materials:** Specifies the materials needed to achieve goal (Page 10)

**Steps:** Lists the steps in order of sequence (Pages 12-15)

### Language Features

- Nouns (e.g. plants, dye, celery)
- Pronouns (e.g. it)
- Adjectives (e.g. tall, red, white)
- Present tense verbs (e.g. fill, Check, Look)
- Adverbial phrases (e.g. until it is red)
- Time and sequence words (e.g. After)

## Tyrannosaurus rex

Levels 22/23 Gold/Silver

Key Learning Area Science

Theme Dinosaurs

Title **Tyrannosaurus rex**

Text Type **Information Report**

Pages **2-9**

Text Form **Reference**

Genre **Non-fiction**

Purpose **To present information that classifies living or non-living things**

### Text Structure

**General Statement:** Identifies and classifies the subject (Page 2)

**Description:** Provides information about the subject's physical appearance and other characteristics (Pages 3-8)

**Evaluation:** Provides a summary statement about the subject (Page 9)

### Language Features

- Nouns (e.g. reptiles, dinosaurs)
- Pronouns (e.g. it)
- Adjectives (e.g. big, powerful, small)
- Past tense verbs (e.g. ate, hunted, were)
- Adverbial phrases (e.g. millions of years ago)

Title **Stuck in the Mud**

Text Type **Narrative**

Pages **10-16**

Text Form **Story**

Genre **Fiction**

Purpose **To entertain and/or instruct readers by telling a series of events with a problem and a solution**

### Text Structure

**Orientation:** The main character is introduced in a setting of time and place (Page 10)

**Complication:** The character encounters a problem (Pages 12-15)

**Resolution:** The problem is solved (Pages 15-16)

### Language Features

- Nouns (e.g. head, dinosaur, pool)
- Pronouns (e.g. she, it)
- Adjectives (e.g. dark, smaller, murky)
- Past tense verbs (e.g. walked, saw, lifted)
- Adverbial phrases (e.g. through the forest)
- Time and sequence words (e.g. Suddenly)

## SESSION 1

### 1. TEXT TYPE - Information Report

- Information reports are used to present information about something.
- Look at the cover of the book - what kind of a book do you think it's going to be? (discuss photographs)
- p. 2 What is this page trying to tell you? (a definition- so it's not a narrative, how do narratives start?)  
Discuss commas on p.3 - the idea of a list.
- What are the categories of information this is telling me, that are all parts of fundraising? (Money, walkathon, readathon, spellathon). Which pages tell you the same information (eg. 4-5, 6-7 have a definition on the left, and a description on the right)
- Why is there a picture of a laptop and a ball stuck on the middle of the page on page 5?
- How could you tell where the photo on page 4 has been taken?
- What kinds of books have the kids been reading on page 7?
- p.7 - is anybody excluded from the readathon? (discuss all, some, none). What other 'athons' could you have? (imaginative!)
- How is this room different to yours? p.8-9 (discuss how they are sitting, what kind of a room it is, how they would feel to work in a room like that)
- DRAW A MAP (Title; walkathon, readathon, spellathon)

### 1. TEXT TYPE - Exposition

- Expositions are used to argue a case for or against a particular position or point of view.
- What do the first few words on page 2 tell you about what this book will be about? Important - why, why what: make sure plants have enough water.
- If I said to you make sure you water my plants, how would that be different to 'plants need water'? (one is arguing a case). Persuasion
- What do the words first, second, third mean? That start of a new reason. So how many reasons is this writer giving to argue their case?
- is p7 a new point?
- What kinds of reasons are they giving? Factual. What kinds of reasons is she (is it a he or she, how would you know - go to cover for author) not giving? (opinion). Reasons are based on facts
- After reading this what do you think the author wants you to do?
- What does 'sum up' mean?
- cline 'a lot'
- what kind of a word is quickly?
- Are you convinced after reading this? What about desert plants?
- Form an if... then... diagram with 4 points

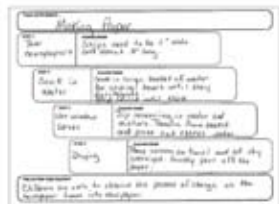
### 2. TEXT TYPE - Information Report

- Information reports are used to present information about something.
- How would you break up the word tyrannosaurus? Spell other dinosaur names with same technique...
- p. 3 What is this page 3 trying to tell me? (information)  
What does the arrow mean?  
What does the dot on the map mean?  
Why are some parts in orange? (they aren't part of the normal writing - captions- they tell you information about the pictures)  
How do I know what this map is of? Could it be another part of the world?
- What kinds of words are strongest and largest? Discuss strong, stronger etc. Antonyms etc
- Why doesn't it say dinosaurs 'are'? What kind of tense?
- What is this information report trying to tell you?
- What type of information is on page 4-5 (appearance), p.6-7 - food, p.8-9 importance. Bundles of information
- discuss 'ate' P.6)
- p.8 Did T Rex hunt live dinosaurs? (discuss 'may')
- Did it follow large herds? (probably. Discuss certainty of words and statements)

## SESSION 2

### 2. TEXT TYPE - Procedure

- Procedures tell how to do something
- What does the word 'goal' tell you?
- What do you think this text is going to tell you?
- What do I have to have for a spellathon? (Materials)
- Would I know how to run a spellathon from page 10 alone? (no, what else do i need?)
- What kinds of words are decide, ask, make, tell? (commands, bossy words).
- How do I read the diagram on page 13. Columns, rows (what do the rows and columns say? What do they say about each other?) Do we know the total? If this person read 20 books, how much money would they receive from Cameron Witt?
- How would you get a Total Donations amount?
- Could this have been written with drawings of the procedure rather than photos?
- Who is the lady on page 15? Is it the same lady as p 14? Is the student on p.16 the same as the student on p.15. Do you think the person who made this book wants you to think they are the same?
- Write out Goal, material, steps in a diagram form



### 2. TEXT TYPE - Procedure

- Procedures tell how to do something
- What does the word 'goal' tell you?
- what other words have a 'c' sound as in 'celery' (cent, cereal, city)
- How do you think this procedure will work? (discuss their language, the written language, experiments etc)
- What do I have to have for this procedure? (Materials). What if I didn't have the words? (the pictures tell me too)
- Would I know how to run a spellathon from page 10 alone? (no, what else do i need?)
- What kinds of words are fill check? (commands, bossy words).
- If I didn't have the word 'half' on p. 12 would it be okay? Discuss the need for specific words. Adverbs
- What does several mean?
- How do the numbers help?
- Do the pictures tell me anything the words don't on p.14?
- What is the picture on p.15? (how did you find out?)
- What is observation? It's not part of the procedure, it's looking back and reviewing what happened in the experiment, writing out the most important part, like a summary.
- What is conclusion? Is it a conclusion like in a story book?
- Write out Goal, material, steps in a diagram form

### 2. TEXT TYPE - Narrative

- This part of the book uses drawings too - do you think its part of the info report?
- Discuss orientation 'one day' - where (forest), what, (who are the characters, are they people - is it still a narrative?), how (suddenly- adverb)
- Why would a hurt dinosaur be an easy meal?
- What is the conflict?
- Does the information in this narrative match the information i nthe report?
- What can you see on page 11? Does this forest look like our forests? What else is hiding? Why would they be hiding?
- If TRex is bigger than all the other dinosaurs, why on page 12, is the orange dinosaur larger?
- What are the adverbs on page 14? thicker, deeper, harder. What would be the adjective forms?
- What is the conflict?
- What is the resolution?
- DRAW A STORY MAP (Orientation, Conflict, Resolution)

## SESSION 3

### 3. COMPARE TEXT TYPES

- Cline on the word damp
- What other words sound like tentacle, snail, moss, radula,
- Look at the adjectives and find the opposite meaning

Snails		
	Procedure	Information Report
Title		
Type of pictures		
Structure of writing		
What is it trying to tell me?		

### 3. COMPARE TEXT TYPES

- Write out words you have learnt
- Look at the adjectives and find the opposite meaning

Snails		
	Exposition	Procedure
Title		
Type of pictures		
Structure of writing		
What is it trying to tell me?		

### 3. COMPARE TEXT TYPES

- Write out words you have learnt
- Look at the adjectives and find the opposite meaning

Snails		
	Narrative	Info Report
Title		
Type of pictures		
Structure of writing		
What is it trying to tell me?		

## Concert at the Arts Centre

Levels 22/23 Gold/Silver

Key Learning Area Art and Music

Theme Dance and Theatre

Title **My Ballet Concert**

Text Type **Recount**

Pages **2-9**

Text Form **Newsletter**

Genre **Non-fiction**

Purpose **To retell and evaluate events and experiences**

### Text Structure

**Orientation:** Provides information about who, where and when (Page 2)

**Sequence of Events:** Presents events in chronological order (Pages 3-8)

**Personal Comment:** Evaluates the events that took place (Page 9)

### Language Features

- Nouns (e.g. concert, dances, stage)
- Pronouns (e.g. we, I, our)
- Past tense verbs (e.g. started, wore, performed)
- Adjectives (e.g. fierce, pink, beautiful)
- Adverbial phrases (e.g. at the arts centre)
- Time and sequence words (e.g. After)

Title **Our Local Arts Centre**

Text Type **Description**

Pages **10-16**

Text Form **Place Description**

Genre **Non-fiction**

Purpose **To describe the characteristics of people, places and things**

### Text Structure

**Introduction:** Informs the reader about the subject being described (Page 10)

**Characteristics:** Describes details about the subject (Pages 11-15)

**Evaluation:** Provides a personal comment about the subject (Page 16)

### Language Features

- Nouns (e.g. arts centre, theatre, speakers)
- Pronouns (e.g. it)
- Adjectives (e.g. local, large, thick)
- Present tense verbs (e.g. enter, wait, covers)
- Adverbs (e.g. up)
- Adverbial phrases (e.g. during a show)

## Simon the Bully

Levels 22/23 Gold/Silver

Key Learning Area Health and Physical Well-being

Theme Bullying

Title **School Bully**

Text Type **Narrative**

Pages **2-9**

Text Form **Story**

Genre **Fiction**

Purpose **To entertain and/or instruct readers by telling a series of events with a problem and a solution**

### Text Structure

**Orientation:** The main character is introduced in a setting of time and place (Page 2)

**Complication:** The character encounters a problem (Pages 3-8)

**Resolution:** The problem is solved (Page 9)

### Language Features

- Nouns (e.g. school, parents, desk)
- Pronouns (e.g. he, they)
- Adjectives (e.g. new, nasty, angry)
- Past tense verbs (e.g. pushed, asked, sneered)
- Adverbs (e.g. calmly, bravely, quietly)
- Adverbial phrases (e.g. onto the floor)

Title **Simon**

Text Type **Description**

Pages **10-16**

Text Form **Character Description**

Genre **Fiction**

Purpose **To describe the characteristics of people, places and things**

### Text Structure

**Introduction:** Informs the reader about the subject being described (Page 10)

**Characteristics:** Describes details about the subject (Pages 11-15)

**Evaluation:** Provides a personal comment about the subject (Page 16)

### Language Features

- Nouns (e.g. holidays, children, bully)
- Pronouns (e.g. he, they)
- Adjectives (e.g. unhappy, long, powerful)
- Present tense verbs (e.g. plays, thinks, frowns)
- Adverbs (e.g. Sadly)
- Adverbial phrases (e.g. During the weekend)

## Gemstones

Levels 22/23 Gold/Silver

Key Learning Area Social Studies and Mathematics

Theme Gem Mining

Title **How Gemstones Are Mined**

Text Type **Explanation**

Pages **2-9**

Text Form **Scientific Writing**

Genre **Non-fiction**

Purpose **To explain how or why something occurs**

### Text Structure

**Identifying Statement:** Tells what is to be explained (Page 2)

**Explanation Sequence:** Explains a series of events or cause and effect (Pages 3-8)

**Concluding Statement:** Draws all the information together (Page 9)

### Language Features

- Nouns (e.g. gemstones, earth, minerals)
- Pronouns (e.g. they)
- Adjectives (e.g. deep, small)
- Present tense verbs (e.g. brought, cut, polished)
- Adverbial phrases (e.g. at these mines)
- Time and sequence words (e.g. After that)

Title **Working at a Diamond Mine**

Text Type **Exposition**

Pages **10-16**

Text Form **Essay**

Genre **Non-fiction**

Purpose **To persuade by arguing one side of an issue**

### Text Structure

**Statement of Position:** Explains the writer's point of view and previews the arguments (Page 10)

**Series of Arguments:** Describes each argument and lists them in order of importance (Pages 11-15)

**Concluding Statement:** Relates the position more forcefully to persuade the reader (Page 16)

### Language Features

- Nouns (e.g. mine, diamonds, truck)
- Pronouns (e.g. I, you, they)
- Adjectives (e.g. giant, exciting, beautiful)
- Sensing verbs (e.g. think, like)
- Adverbial phrases (e.g. in an aeroplane)
- Time and sequence words (e.g. First, Second)

## SESSION 1

### 1. TEXT TYPE - Recount

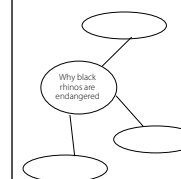
- *Recounts 'tell what happened'. The purpose of a factual recount is to document a series of events and evaluate their significance in some way..*
- Who is speaking? How do you know? (discuss 'student', discuss title)
- Why does school's have an ' and arts doesnt?
- Who do you think the writer is on p.4?
- Discuss past tense
- What sorts of instruments are in the band?
- discuss the difference between group and solo. (solarium, solitaire)
- p.8 what are the problems with the words and pictures on this page?
- write down some past tense verbs
- after reading this story, what does the reader want you to know?

### 1. TEXT TYPE - Narrative

- Open up to page 2 - What type of book is this - just by looking at this page?  
(Discuss who is speaking, what are they doing (what does the picture tell us, the words) - *orientation*). Narratives tell a story through a pattern of events.
- Could it be an information report? why? (discuss opinion language eg. too busy)
- Have you ever been bullied? Have you ever bullied? Which perspective do you think will be told in the story?
- Who are the characters? (when do we find this out?) Where is it set?
- Look at page 5. Describe the characters by their expressions
- What does " " mean?
- What's the conflict?
- What's the resolution?
- What other options did Tim have on p.7? What would you have done?
- What does this story tell us about bullies?
- DRAW A STORY MAP (Orientation, Conflict, Resolution)

### 2. TEXT TYPE - Explanation

- *Explanation tell how and why things occur in scientific and technical fields.*
- Open up to page 2 - What type of book is this - just by looking at this page? What types of pictures?  
(Discuss map - the fact it has a label on it etc)
- p.4 - 'There are many reasons why' - this tells us something more than information - it goes on to tell us why. When something tells why things are happening or how things are happening, it's an explanation. First it gives information, like an information report, then it expresses a reason. If you didn't have the pages after page 3, it could just be an info report
- Where do you think the picture on page 6 was photographed?
- Why is the writing on p8 in a pink box?
- Discuss 'usually'
- Draw a mind map (Gemstones: cost, size, where found)



## SESSION 2

### 2. TEXT TYPE - Description

Descriptions focus our attention on the characteristic features of a particular thing, eg Toby the Mongrel (as opposed to information reports, which deal with a general class of things, eg hunting dogs)

- What kind of a word is 'outside' (p.10). Concrete? Foyer? These are all characteristics. Characteristics describe. Does the picture tell us anything new about the brain, that the words on page 10 don't?
- Pick out all the adjectives and adverbs
- What is the purpose of this part? To describe (it is less personal - it's about the place rather than the experience)/
- 

### 2. TEXT TYPE - Description

Descriptions focus our attention on the characteristic features of a particular thing, eg Toby the Mongrel (as opposed to information reports, which deal with a general class of things, eg hunting dogs)

- How is this text different to the first text?
- Whose perspective is this text?
- How does this text add to our picture of Simon in the first text (is it the same Simon, how do you know?)
- What does the picture on p14 mean?
- What is this text trying to do? Is there an opinion expressed?
- Is the picture on page 16 really Simon as he is now? (it's a hypothetical pic)
- Make a list of everything you know about Simon now

### 2. TEXT TYPE - Exposition

- Expositions are used to argue a case for or against a particular position or point of view.
- What do you notice about the words on p.10 from p.9?
- If you just read the first line 'my dad works at a diamond mine' what type of text could it be? (a recount, narrative, explanation).
- Whose opinion? (discuss I think) . Discuss persuasion
- What do the words first, second, third mean? That starts of a new reason. So how many reasons is this writer giving to argue their case?
- Is p7 a new point?
- What kinds of reasons are they giving? Factual. What kinds of reasons is she (is it a he or she, how would you know - go to cover for author) not giving? (opinion). Reasons are based on facts
- Why are their pictures stuck on top of other pictures on p11?
- How do you read p.13 table? Do the numbers relate to 'first', second etc?
- Why does the author want you to know that it has sticky tape on the photographs ? (personal -his photographs))
- After reading this what do you think the author wants you to know?
- What kind of a word is don't?
- Are you convinced after reading this?
- Diamond mines are a good place to work because....

## SESSION 3

### 3. COMPARE TEXT TYPES

- Cline on the word damp
- What other words sound like tentacle, snail, moss, radula,
- Look at the adjectives and find the opposite meaning

Snails		
	Narrative	Description
Title		
Type of pictures		
Structure of writing		
What is it trying to tell me?		

### 3. COMPARE TEXT TYPES

- Write out words you have learnt
- Look at the adjectives and find the opposite meaning

Snails		
	Narrative	Description
Title		
Type of pictures		
Structure of writing		
What is it trying to tell me?		

### 3. COMPARE TEXT TYPES

- Write out words you have learnt
- Look at the adjectives and find the opposite meaning

Snails		
	Narrative	Info Report
Title		
Type of pictures		
Structure of writing		
What is it trying to tell me?		